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A Causal Comparative Analysis of the Academic Self-Efficacy of Black Male High School Students taught by a Black or White Male Teacher.

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A CAUSAL COMPARITIVE ANALYSIS OF THE ACADEMIC SELF-EFFICACY OF BLACK MALE HIGH SCHOOL STUDENTS TAUGHT BY A BLACK OR WHITE MALE TEACHER

By

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Abstract

The aim of this study was to determine if there was a difference in the academic-self efficacy among Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students that are taught by a White male teacher. Academically, Black male students lag behind their peers in academic achievement indicators such as grade point average, standardized test scores, and high school graduation rates (Schott Report, 2015). Existing literature regarding Black male academic achievement focuses on exploring the academic achievement gap that exists, but little to no research investigates how to close that gap. Using Albert Bandura's (1977) academic self-efficacy theory as a theoretical framework, this study investigated whether or not Black male teachers have an impact on the academic self-efficacy of Black male students by comparing the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher.

The study was guided by the following research question:

Is there a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher.

To answer the question, a quantitative causal comparative research study was employed using an adapted Academic Self Efficacy Scale (Gafor & Ashraf, 2006). Findings resulting from this study is significant, as it aims to serve as a platform for future research on methods to close the gap in academic achievement for Black male students.

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CHAPTER ONE
INTRODUCTION

More than 50 years after the landmark court case *Brown v. Board of Education* (1954), Black students, specifically Black males, are more likely to be suspended, least likely to be enrolled in gifted and talented classes and are not graduating high school at the same rate as their peers (Lewis, 2011; McMillian, 2003; Rhoden, 2017). Literature on Black male students (Brown and Donner, 2011) illuminate the dismay of structural systems within urban communities and the United States public education systems that contribute to academic barriers that Black male students face. It is because of these systematic barriers that often Black male students are reported as academically falling behind their peers (Nogguera, 2009). According to the Schott Report (2015), Black male students had a graduation rate of 59% while their White male counterparts have a graduation rate of 80%. The disparity between Black and White male students' graduation rate is one of just many indicators that contribute to what theorists call the achievement gap. Boykin, Tyler, Watkins-Lewis, and Kizzie (2006) describe the achievement gap as the difference in test scores, grades, and high school graduation rates between groups of students. If not closed, the achievement gap has huge implications on the socio-economic futures of Black male students (McKinsey & Company, 2009).

There has been a large body of research (Grissmer, Flanagan & Williamson, 1998; Chubb & Lawless, 2002) that discusses ways in which school districts can close the achievement gap. Some of these strategies include smaller class sizes, charter schools, and school vouchers. However, there has been little to no progress in minimizing the gap for disadvantaged students (Blank, 2011). School districts have enacted several mandates such as No Child Left Behind (2001) and Every Student Succeeds Act (2015) in hopes of providing a fair and equitable

education to all students. However, despite these mandates, Black male students are still graduating high school at lower rates than their White counterparts, have lower grade point averages, and are more likely to be suspended (Schott Foundation for Public Education, 2015).

Researchers have also begun exploring student-centered approaches, as well as investigating the socio-psychological milieu that Black males face at their schools. For example, research from King (2016) and DeFreitas and Bravo (2012) discusses the student-centered positive relationship that academic self-efficacy has on academic performance. In their meta-analysis, researchers Robbins, Lauver, Le, Davis, and Langley (2004) found that academic self-efficacy and academic performance in college were related. Steele and Aronson (1995) believe that poor educational outcomes for Black males are rooted in psychological barriers such as stereotype threat. Stereotype threat consists of the sociological, racial, gender, and educational intersections of being Black, Male, and the failure to support their needs for academic self-efficacy. (Pennington, Heim, Levy, & Larkin, 2016)

As another approach to improve Black male academic achievement, several researchers have explored the potential of positive impacts that Black male teachers can have on Black male students (Blake et al., 2016; Irvine, 2003; Pabon et al., 2011). Currently, Black male teachers make up only 2% of the teaching population (Milner, 2016). School districts across the country struggle to recruit and retain Black male teachers (Irvine, 2003). One factor that influences the low recruitment and retention of Black male teachers are the number of Black male students that enter into college. Brown and Butty (1999) noted that the number of African American males who go into teaching is influenced by the number of African American males who attend college, which is influenced by the number of high school graduates.

Gordon (2000) suggested that Black students in college do not believe teaching is a lucrative or attractive career choice. Research in education also suggests that Black males who enter the teaching force also struggle to pass two of the American teacher certification exams, such as the Praxis I and Praxis II (Albers, 2002). In a study that explored the performance and passing rate difference between Black and prospective teachers of other ethnicities, research revealed that Black first-time-test takers had a significantly lower pass rate (Nettles, Scatton, Steinberg, & Tyler, 2011).

For those that are successful in passing the Praxis exam, their presence in the classroom is extremely impactful. Milner (2010) found that Black male teachers are often role models for Black male students. Black male teachers also develop curriculum and instructional practices that align with the needs and interest of Black male students. Further, they develop and implement equitable disciplinary practices in their approach rather than the standard approach that has led to the massive suspension and expulsion of Black male students (Milner, 2010).

Problem Statement

Due to the structural injustices within the public-school system that has led to Black male students being expelled and suspended at higher rates than their peers (Milner, 2010), there is a gap in academic achievement between Black male students and their academic peers (Ford & Moore, 2013). While school districts have attempted to close the academic achievement gap, Black male students still lag academically behind their classmates (Schott Foundation for Public Education, 2015). Research conducted by Reid (2013) discussed the positive impact that self-efficacy has on Black male students. Additionally, recent research (Lewis, 2011; Pabon et al., 2011) illuminated the positive impact that Black male teachers have on Black male students in academic settings. However, little to no research discusses the academic impact that Black male

teachers have on Black male students. It was the intention of this study to determine whether or not there is a difference in Black male student's academic self-efficacy if they are taught by a Black male teacher when compared to a White male teacher. Academically and socially, Black male teachers share an understanding of the unique experiences and challenges that Black male students experience in academic settings (Pabon et al., 2011). However, despite the positive impact that Black male teachers have on Black male students, school districts are not recruiting and retaining Black male teachers (Lewis, 2006).

Purpose of Study

The purpose of this study was to determine if there is a difference in the academic-self efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students when taught by a White male teacher. One factor that affect the achievement gap for Black male students is their academic self-efficacy. Bandura (1997) defines academic self-efficacy as a person's belief in whether or not he or she can perform an academic task. Bandura (1997) suggested in his research that a student's self-efficacy will affect their academic performance. In his examination of high achieving Black Male students at predominantly white institutions, King (2016) points out that self-efficacy was vital in their academic achievement. Using Bandura's Self -Efficacy Theory as the lens through which to explore the academic relationship between Black male students and black male teachers, the aim of this study is to determine if there is a difference in the academic self-efficacy for Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students when taught by a White male teacher.

Research Question and Hypotheses

This study set out to understand whether or not Black male teachers have an impact of Black male student's academic self-efficacy. Specifically, the research will determine if there is a difference in the academic self-efficacy of Black male students when taught by a Black male teacher compared to Black male students taught by a White male teacher. To this end, the research question and hypothesis are as follows:

Research Question (RQ1):

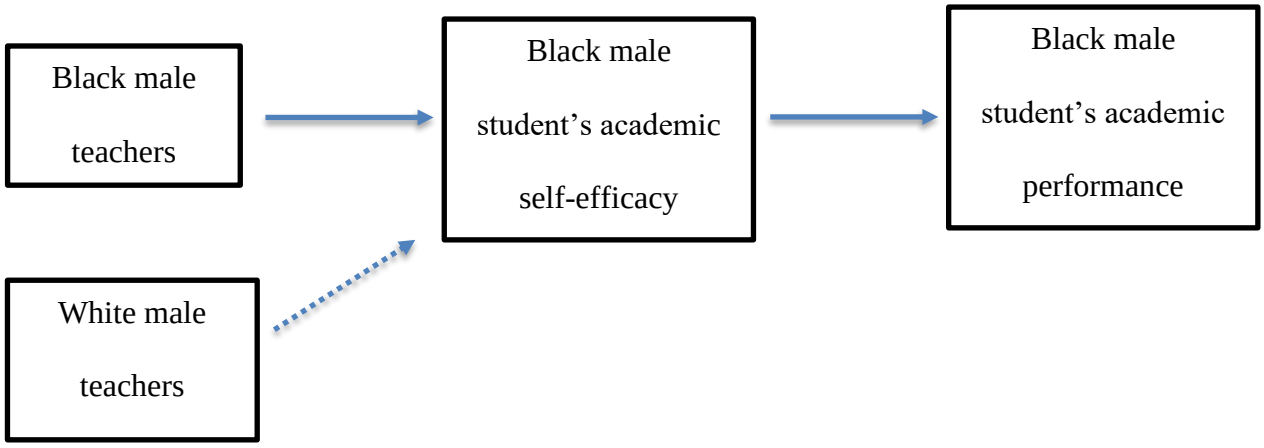
1.) Is there a difference in the academic self-efficacy of Black male students when taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher?

Hypothesis:

H1A: Black male students taught by a Black male teacher have a higher mean score of academic self-efficacy compared to Black male students taught by a White male teacher.

The research question was answered through a quantitative research study that utilized Gafor and Ashraf's (2006) adapted Academic Self-Efficacy Scale to measure Black male students' academic self-efficacy. The results of this test, which is a psychometric test that measures self-efficacy on cognitive processes, was used to answer a question about Black male student's academic self-efficacy. Second, to determine the difference in Black male students' academic self-efficacy, this study employed a causal comparative research design to compare the differences in academic self-efficacy of Black male students taught by a Black male teacher to Black male students who are taught by a White male teacher. The results of the research approach will be used to test the hypotheses posed in this study. Figure 1 reflects the hypothesized mediating model. Solid lines represent positive relationships, dashed lines represent negative relationships.

Figure 1 Mediation Model:



Significance of Study

This study provide insight into the relationship that Black male teachers have on Black male students' academic self-efficacy. Additionally, results from this research will help close the gap in existing literature that examined the impact that Black male teachers have on Black male students. While there is limited research on the positive impact that Black male teachers have on Black male students (Graham & Erwin, 2011), this research focuses specifically on the difference in Black male students' academic self-efficacy when taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher.

Overview of Methodology

This study employed a sample of Black male high school seniors 18 years or older currently enrolled in a high school mathematics class located in the Southeastern region of the United States. Demographics questions included participants' age, gender, race, and current grade level. Academic self-efficacy was measured using an adapted form of Gafor and Ashraf's (2006) self-efficacy questionnaire.

Research conducted by DeFreitas and Bravo (2012) and King (2016), the study's hypothesis is that Black male students have a higher mean score of academic self-efficacy when taught by a Black male teacher compared to Black male students who are taught by a White male teacher. To test the hypothesis, the researcher used a causal comparative research design.

Delimitations/Assumptions

One assumption in this study is that participants answered the survey questions completely and honestly. There is also an assumption that teachers and students who identify as male are cisgender males. Further, based on literature conducted by Bandura, 1993; Schunk, 1995; Pajares, 1996, there is an assumption that high academic self-efficacy leads to increased academic achievement. White and Black refer to phenotypical designations with assumed general cultural values and lived experiences.

Delimitation of this study is the age of the participants, their grade level, and the classes that the students are enrolled in. This study surveyed 18-year-old senior high school students enrolled in two mathematics classes in a public high school to determine the differences in Black male student's academic self-efficacy when taught by a Black male teacher to Black male students who are taught by a White male teacher. With such a small sample size, results did not fully identify the differences in academic self-efficacy. Additionally, participants of the study were18-year-old seniors enrolled in schools in the Southeastern region of the United States. Participants did not fully represent the entire Black male student population.

Definition of Terms

For this study, the following terms are defined:

Black Male Students – Students enrolled in High School aged 18 years or older that identify as both Black and Male

White male teacher – A full time teacher who identifies as both White and Male.

Black male teacher– A full time teacher who identifies as both Black and Male.

Academic Self Efficacy – An individual's belief that they can successfully attain a specific academic task

Academic Achievement – A student's success in reaching their educational outcomes. These outcomes are typically represented by Grade Point Averages (GPA), standardized assessment scores, and ability to graduate.

Achievement Gap – The gap in academic performance between groups of students

Cisgender – A designation that relates to a person whose personal identity and gender corresponds to the sex they were given at birth.

Stereotype Threat Theory – A situational predicament where people feel themselves to be at risk of confirming negative stereotypes

In Chapter One of this study, background information regarding the academic achievement of Black Male students was introduced. Also included, is the purpose and significance that this research will have on closing the achievement gap. Through Albert Bandura's (1977) Self-Efficacy Theoretical Framework, this study explored the impact that Black male teachers have on the academic-self efficacy of Black male students. Outlined in this chapter is the research question, proposed methodology, and definition of specific terms. Also included are the assumptions, delimitations, and limitations of the study.

Chapter two will provide relevant literature to the study that focuses on Black male students, Black male teachers, Stereotype Threat Theory, and Self-Efficacy Theory. Chapter three will outline the methodological approach that will be used to explore the impact that Black male teachers have on the academic self-efficacy of Black male students.

CHAPTER TWO
LITERATURE REVIEW

Introduction

There are studies that have been conducted that discuss the impact of the achievement gap on Black male students (Ladson-Billings, 2006; Schott Foundation for Public Education, 2015). However, there is a gap in the literature regarding varying factors that have hindered Black male students academic achievement and the impact that Black male teachers have on Black male students' academic achievement. This study focused on four major themes which emerged throughout the literature. These themes are Black male students and the achievement gap, the impact of stereotype threat on Black male students' academic achievement, the impact of Black male teachers on Black male students, and the impact that academic self-efficacy has on academic achievement. While the literature presents these themes in varying contexts, this research focused on their application as it relates to Black male student's academic self-efficacy.

Black Male Students and the Achievement Gap

Literature on Black male achievement points to the many institutional barriers that impact Black male academic achievement, such as stereotype threat, cultural incongruence, and the lack of Black male teachers (Milner, 2010; Rai & Kumar, 2017; Steele &Aronson, 1995). Due to these barriers, Black male students are graduating at lower rates than their peers, are more likely to be suspended or expelled, and score lower than their counterparts on standardized tests (Schott Foundation for Public Education, 2015). Black males make up 15.4% of the national K-12 public school population (Kena et al., 2014), yet they are more likely to be referred for special education services (Blanchett, 2006; Ford & Moore, 2013), and are more likely to be suspended or expelled (Gordon, 2017). As a result, Black male students across the country are encountering what is known as the achievement gap. The achievement gap is defined as the gap in academic

achievement between disadvantaged minority students and their White counterparts (Ladson-Billings, 2006). According to the National Education Association, indicators of the achievement gap are performance on standardized tests (ACT), outcome attainments (e.g., high school diploma), and grades (National Education Association, 2012).

It has been estimated that the 2012-2013 Adjusted Cohort Graduation Rate (ACGR) for Black male students was 59%. Comparatively, Latino males had an ACGR of 65% and White males with an ACGR of 80% (Schott Foundation for Public Education, 2015). While there may be several factors that affect the graduation gap between Black male students and their academic counterparts, one of the most significant factors is the Black male suspension rate (Schott Foundation for Public Education, 2015).

According to a report from National Center for Education Statistics, in the 2013-2014 school year, 17.6% of Black male students received out of school suspensions (Kena et al., 2014). School suspensions are common discipline outcomes that aim to deter students from exhibiting problem behaviors within the school setting. Black male suspensions were almost twice the percentage of American/Indian/Alaska Native males (9.1%) and were more than twice the percentage of White males (5%) (Kena et al., 2014). Noltemeyer, Ward, and Mcloughlin (2015) found significant relationships between suspension rates and increases in student drop-out rates. In an industry where 80% of the teaching workforce are White females, their conscious or unconscious beliefs in negative stereotypes of Black male students has resulted in Black male students being suspended/expelled at higher rates and referred to special education at higher rates than their peers (Schott Foundation for Public Education, 2015).

When examining the impact of suspensions on academic performance, data shows consequential effects of in-school and out-of-school suspension on student's academic

performance (Noltemeyer et al., 2015). Chu and Ready (2018) tracked a group of students throughout their high school career and revealed that suspended students were three times less likely to pass math and English classes compared to semesters when they were not suspended. For all students, out-of-school suspensions not only impacted their academic achievement but also their ACFGR (Chu & Ready, 2018). This is a problem because this means that Black males are not only failing to graduate from high school at rates that are similar to their peers, but they are also leaving high school underprepared to meet the demands of college.

Another indicator that impacts the achievement gap for Black male students is their academic performance on standardized tests, such as the American College Testing Exam (ACT). The ACT is a standardized test that colleges use to measure students' abilities and college readiness in five areas: English, Math, Science, Reading, and Writing. While there's little to no data on Black male ACT scores, on the 2017 ACT, there was a five-point gap in ACT scores for Black students (17.1) compared to their White counterparts (22.4) (The National Center for Educational Statistics, 2017). Representation in advanced placement courses is also an indicator of the academic achievement that may impact the achievement gap. Often, Black students are assigned to lower-level classes and underrepresented in Advanced Placement (AP) and gifted classes (Corra, Carter, & Carter, 2011). However, Black females are more likely to enroll in and take AP examinations than their male counterparts and have higher levels of college enrollment than Black male students (Corra et al., 2011). Often, AP classes serve as "gatekeepers" that either enhance or limit opportunities for students. Black male students are often ineligible to these classes that provide rigorous instruction and prepare high school students for college (Corra et al., 2011).

According to Burdman (2000), “Students who are successful in AP and honors courses are more likely to succeed in and graduate from college.” In 2016, the National Center for Educational Statistics reported that 31% of black males between the ages of 18-24 years old were enrolled in 2-4-year colleges or universities (Kena et al., 2016). However, Black men graduate from four-year programs in six years at a rate of 33% and from two-year programs in four years at a rate of 35%. On the other hand, White males graduate at a rate of 44% from four-year programs (McFarland et al., 2018). Although there are several indicators that impact the achievement gap, there are also factors that contribute to the gap as well. The difference between Indicators and factors of the achievement gap is that indicators signify the state or level of the achievement gap whereas factors are what have influenced the achievement gap. Stereotype threat, Black male teachers, and academic self-efficacy are factors that may impacts on Back Male students’ academic achievement. In this next section, a discussion of these factors will be presented.

Stereotype Threat

One factor that also impacts the academic achievement of Black male students is Stereotype Threat. Stereotype Threat Theory originates from research conducted by Steele and Aronson (1995) which explains how negative academic stereotypes impact Black students in college. The current stereotypes that are affecting Black males is the notion that they are unintelligent and lazy (Johnson, 2008). According to Steele and Aronson (1995), Stereotype Threat is the risk of confirming or being at risk of confirming negative stereotypes about one's identity group. For Black male students, stereotype threat may have negative impacts on academic achievement (Fischer, 2010; Steele, 1992, 1997). These stereotypes have strong implications for Black male students, especially in college settings, as they may potentially

undermine the ability of Black male students to successfully matriculate and graduate with a college degree. (Johnson-Ahorlu, 2013). This study examines if these same factors and effects occur in high school Black male students. Stereotype Threat also has an effect on how Black male students perform on standardized tests (Fischer, 2010). This same concept has been the target of Black males throughout their school career.

In a study conducted by Aronson, Fried, and Good (2002), researchers investigated how Stereotype Threat impacted the academic performance of Black undergraduate students. Results revealed that Black college freshman and sophomores performed worse on standardized tests when their race was made relevant or conspicuous by situational features. When race was not emphasized, however, Black students performed equally or better than their counterparts (Aronson et al., 2002).

Stereotype Threat hinders academic performance (Johnson-Ahorlu, 2013). According to researchers "Students perform more poorly on academic tests when tested under stereotype threatening conditions." (Steele and Aronson, 1995). Steele, Spencer, and Aronson (2002) believe that continuous exposure to stereotype threat can result in long-term disengagement. Disengagement is the disinterest that happens when stereotype threat is activated. Continuous disengagement results in disidentification in which individuals may devalue performance on specific tasks (Hines, Rivadeneyra, & Zimmerman, 2014). Continued disidentification in any task results in a holistic disbelief in a person's ability to complete specific tasks. These findings suggest that if Black male students are regularly threatened with the stereotype of being academically inferior to their peers, ultimately, they will believe that they are, and their efforts on academic tasks will decrease.

In support of the large body of research that examines the negative outcomes of stereotype threat (Aronson, Fried, & Good, 2002; Steele, 1997; Osborne, 1999), there is also research that explores methods to reduce stereotype threat. One method in particular involves employing Black male teachers as role models for Black male students. According to Blanton, Crocker, and Miller (2000), exposure to positive role models can improve academic performance. "Thoughts about our group members whose performance is superior in a domain can interfere with performance and providing role models demonstrating proficiency in a domain can reduce stereotype threat effects." (Blanton, Crocker & Miller, 2000). Along similar lines, other research provides further support that providing role models that challenge stereotypic assumptions can eliminate stereotype threat (McIntyreet al., 2003; McIntyre, et. al, 2005). For Black male students, those role models are Black male teachers (Milner, 2010).

Role models are pivotal in the development of adolescents, especially minority students. In a 2002 study conducted by Sirkel, results concluded that students with the same gender role models at the beginning of the study performed better academically than students without a race and gender matched role model. Additionally, research suggests that Black students who have role models have higher educational aspirations, better grades, and higher persistence (Joyner, 2013, Smith, 2015).

Black Male Teachers

The representation of Black male teachers in the United States is practically nonexistent (Milner, 2016). Black male teachers make up only 2% of the teaching population (Milner, 2016). The lack of Black male teachers in the United States is important because studies have shown that Black students who have been taught by just one black teacher in the 3^{rd} – 5^{th} grades lower their chances of dropping out by 19 percent; for Black males it is 39% (Gershenson, Hart,

Constance, & Papageorge, 2017). Additionally, Black male teachers in the classroom are strong disciplinarians who are able to create strong, culturally relevant environments in which black students can excel (Irvine, 2003). Yet, research reveals that the number of Black male teachers have not risen past 2% of the teaching population (Milner, 2016).

The percentage of Black male teachers has not always been low. According to the 1890 census, among Black teachers, 49% were male and 51% were women (Fultz, 1995). During the mid-19th century, as the country's public-school system emerged, so did the number of women entering the teaching profession. However, during the 1940s, that number decreased drastically; Black males made up 21% of the Black teaching population and Black women made up 79% (Ingersoll, 2012). Little to no information is provided that explains causes for the decrease in Black male teachers during this period. However, one plausible explanation is that Black males were likely eager to join the robust industrial industry that flourished during Reconstruction (Bristol, 2014), thus decreasing the number of Black male teachers. Additionally, after the *Brown* (1954) Supreme Court ruling, schools across the United States were mandated to desegregate, causing a large portion of the Black teaching population to lose their jobs (Karpinski, 2004). Over 30,000 Black teachers and administrators lost their jobs (Fultz, 2004). Furthermore, in the 1970s, the Black teaching population decreased drastically again due to the new teacher-certification requirements that were imposed (Tillman, 2004). In summary, these periods in which Black males were not retained or actively recruited into teaching has not only contributed to the 21st century deficiency in Black male teachers but also brings attention to the long-term recruitment of Black male teachers into the school systems.

Brown and Butty (1999) and Graham and Erwin (2011) discuss the positive impact that Black male teachers have on students. According to Graham and Erwin (2011), Black male

teachers address problems that stem from cultural incongruence. Cultural incongruence is the lack of cultural similarities between people in a relationship (Rai & Kumar, 2017). Tyler, Boykin, Boelter, and Dillihunt, (2005) assert that cultural incongruence between Black students and White teachers emerge when White teacher pedagogical and classroom management practices are opposite of Black male students' lives. For example, white teachers often interpret the behaviors of Black males as defiant, disrespectful, and intimidating (Ferguson, 2005; Monroe, 2005). This interpretation has led to unfair discipline policies that are more harsh for Black male students compared to their White counterparts (Monroe, 2005; Skiba, 2001). Black male teachers potentially address issues with cultural incongruence by providing a diverse perspective that pushes culturally relevant and culturally responsive pedagogy in the classroom (Tyler et al., 2005). Lynn (2006) contends that Black men see teaching as an opportunity to correct social barriers that exist for Black students and teach in ways that attempt to end racial inequality (Lynn, 2002). For Black male students, Black male teachers are often regarded as role models and mentors (Milner, 2010). In their research, (Milner, 2016) discuss not only the positive impact that Black male teachers have on Black male students but also the culturally responsive pedagogy that they apply during instruction.

Culturally responsive pedagogy, allows teachers to build upon vantage points and experiences of students and communities in the development of curriculum (Milner, 2016). It emphasizes that teachers use students' experiences to increase students opportunities to learn (Ladson-Billings, 2009; Gay 2010). Gay conceptualizes culturally responsive pedagogy as

> Using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students . . . [it] is the behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. (p. 31)

According to Milner (2013), culturally responsive pedagogy is validating and affirms the knowledge of backgrounds, experiences, and ideas. Culturally responsive pedagogy is also empowering and pushes students to excel academically and reach their full potential (Ladson-Billings, 2009). In their study of Black male teacher's use of culturally responsive pedagogy, researchers (Milner, 2016) discovered that it both validated student's experiences but also empowered students to take on challenging tasks and become academically successful. While culturally responsive pedagogy is one way Black male teachers impact Back student's academic success, the presence of Black males in teaching and leadership roles may also enhance Black male students' academic and social development, specifically their academic self-efficacy (Styles, 2017).

Self-Efficacy

Self-Efficacy Theory was first proposed by Albert Bandura in 1977 as a unifying behavior theory that would explain behavior change in relation to psychological interventions and psychotherapy (Bandura, 1977). It is grounded in a larger theoretical framework, Social Cognitive Theory (Pajares, 1996; Schunk, 199;). Social Cognitive Theory developed by Albert Bandura, is a belief that human achievement is dependent upon factors such as environmental conditions, behaviors, and personal beliefs and/or thoughts. Bandura (1993) defines self-efficacy as "People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives." There is a belief that self-efficacy determines how people feel and think about themselves. In relation to Black male student achievement, there is a body of research that explores the impact of self-efficacy on black males' academic achievement (Bandura, 1993; King, 2016).

Bandura (1997) proposes that self-efficacy is one of the most important determinants of human behavior. Humans with a strong sense of self-efficacy attempt difficult tasks no matter how hard those tasks may be. Adversely, humans with low self-efficacy avoid difficult tasks (Bandura, 1994). According to Bandura (1994), individuals' beliefs about their self-efficacy is influenced by four main sources of influence: Performance attainments and failures, vicarious performances, verbal persuasion, and imaginal performances.

Performance attainments and failures are individuals' experiences with mastering a specific skill. Continuous and successful experiences of mastering a skill lead to higher levels of self-efficacy. However, avoiding a task would weaken it. Vicarious performance leads to higher self-efficacy when individuals observe those similar to themselves perform and succeed at a task. Similarly, verbal persuasion leads to higher self-efficacy when others encourage individuals to perform a task. Through constructive feedback, verbal persuasion convinces individuals that they are capable of performing a task. Lastly, physiological states relate to moods and emotions influence individuals' abilities. When individuals are nervous or highly stressed, they tend to doubt themselves more and have lower self-efficacy. If individuals feel confident, they tend to have a higher sense of self-efficacy. (Bandura, 1994). This study used Bandura's (1977) Self-Efficacy Theory as theoretical support for the causal comparative research design to determine whether or not there is a difference in Black male student's academic self-efficacy when taught by a Black male teacher compared to Black male students taught by a White male teacher.

Academic Self-Efficacy

Academic self-efficacy is grounded in Bandura's (1977) Self-Efficacy Theory. According to Bandura (1997), academic self-efficacy refers to an individual's belief that he or she can achieve a specific academic goal. There has been a large body of research that explores how

academic self-efficacy impacts black male student's academic success (Reid, 2013; Styles, 2017; Williams, 2017). There has been extensive research suggesting that academic self-efficacy relates to positive academic outcomes (Bandura, 1997; Pajares, 1996; Schunk, 1995). Academic self-efficacy is regarded as a task orientated trait that may differ across academic domains (Sharma & Nasa, 2014). Academic self-efficacy is regarded as a multidimensional construct that is differentiated across multiple academic domains of functioning (Sharma & Nasa, 2014). Linenbrink and Pintrick (2003) reported that academic self-efficacy is significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions and achievement. In his research, Bandura (1993): identifies indicators (or characteristics) of self -efficacy as they:

1. view problems as challenges to be mastered instead of threats and set goals to meet the challenges, are committed to the academic goals they set, have task-diagnostic orientation;
2. have a task-diagnostic orientation, which provides useful feedback to improve performance, rather than a self-diagnostic orientation, which reinforces the student's low expectation about what he or she can accomplish;
3. view failures as a result of insufficient effort or knowledge, not as a deficiency of aptitude; and
4. increase their efforts in cases of failure to achieve the goals they have set.

In his research, Schunk (1995) asserted that teachers play vital roles in instilling positive perceptions of academic self-efficacy through goal setting, strategy training, modeling, and feedback (Schunk, 1995). According to Bandura (1977), people exhibit higher self-efficacy when they see someone similar to them performing a task. Based on this logic, it is reasonable to infer

that Black male students are able to observe Black male teachers perform academic tasks, thus increasing their academic self-efficacy. The relationship between Black male teachers and Black male students is extremely important because both groups experience the intersectionality of what it means to be Black and male in an educational landscape where Black male teachers represent 2% of the teaching population (Styles, 2017). In his research on how self-efficacy impacts Black male undergraduate students, Noble's (2011) findings concluded that vicarious experiences had the greatest impact on Black males' achievement in mathematics. Additionally, according to Bandura (1997) children who are still developing skills rely on vicarious experiences of someone they trust and respect (i.e., teachers) to inform their social identity. Educationally, Black male teachers provide Black male students with ~~the~~ vicarious experiences needed to increase their academic self-efficacy. It is through vicarious experiences in academic settings that Black male students are able to increase their academic self-efficacy and academic performance.

Summary

Black male students are graduating high school at lower rates, performing lower on standardized tests, and are more likely to be suspended or expelled. (Schott Foundation for Public Education, 2015). Within their academic settings, Black male students experience stereotype threat (Steele & Aronson, 1995), which is the risk of confirming negative stereotypes. In other words, Black male students feel threatened by the stereotype that they are academically inferior to their peers. Research conducted by Aronson, Fried, & Good (2002) revealed that students who experienced higher levels of stereotype threat performed lower on standardized tests. As an intervention to reduce stereotype threat, presenting role models that share similar experiences to those students were influential in decreasing levels of stereotype threat (Aronson,

et al., 2002) For Black male students, those role models are Black male teachers, who additionally, increase levels of academic self-efficacy.

The purpose of this literature review was to highlight the educational experiences of Black male students and Black male teachers and to explore relevant literature related to the research study. Within this literature review was an analysis and exploration of Bandura's Self-Efficacy Theory (Bandura, 1977) which grounds this research. Additionally, presented were gaps in the literature regarding the quantitative academic impact that Black male teachers have on students, specifically, Black male students.

CHAPTER THREE
METHODOLOGY

Introduction/Overview of Study/Organization of Chapter

This chapter will provide a rationale for the intended research design and methodology for this study. Following this section, the chapter provides an explanation of the population of students and sample chosen to participate in the study. It will describe the instrumentation used as well as the data collection and analysis procedures and any intended delimitations and limitations to the study.

Rationale for Research Design and Methodology

The selection of research methods is influenced by factors such as worldviews, the research problem and the research question posed (Creswell, 2014). Worldviews represent a fundamental set of beliefs which guide actions (Creswell, 2012). It is important to examine worldviews as they relate to the selection of research methods because they will help to explain the researcher's rationale for the chosen research method. The following sections briefly outline the major tenets of four worldviews and discusses the selection process for the research methods for this study.

In selecting the appropriate research method for this study, qualitative methods and mixed methods were eliminated for three reasons. First, the study did not seek to understand the perceptions or experiences of Black male students, an objective which requires open-ended questions. second, qualitative methods yield results that are not intended to be generalized for a population. Such results would not align with the primary objective of this study, which is to determine whether or not there is a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male

students taught by a White male teacher. Third, because the study is not using a combination of open-ended and closed-ended questions, a mixed methods approach was eliminated.

Research Approach

Since the research was primarily concerned with finding a solution to a real-world problem--poor educational outcomes for Black male students- the Pragmatic worldview is most suitable for this study. The Pragmatic worldview is a problem-oriented philosophy that utilizes either a quantitative or qualitative approach to answer a relevant research question (Creswell, 2014). Results from this study focused on addressing the current gap in quantitative research which demonstrates the difference in academic self-efficacy between Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. To this end, the research question will be answered using a causal comparative design to determine if there is a difference in Black male students' academic self-efficacy when taught by a Black male teacher compared to Black male students who are taught by a White male teacher.

A causal comparative design is a research design that seeks to find relationships between dependent and independent variables after an action has occurred (Ragin & Zaret, 1983). For this research, the independent variables are Black and White male teachers, the dependent variable is Black male student's academic self-efficacy. In order to minimize the effects of other variables, the controls in this research are the student's grade level, age range, and the course taught by the teacher. Levels of academic self-efficacy when taught by a Black male teacher compared to Black male students who are taught by a White male teacher was measured. To measure Black male students' academic self-efficacy, Gafor and Ashraf (2006) academic self-efficacy survey will be administered. This study is guided by the following research question:

Research Question (RQ1):

1.) Is there a difference in the academic self-efficacy of Black male students when taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher?

Hypothesis

Black male students taught by a Black male teacher have a higher mean score of academic self-efficacy compared to Black male students taught by a White male teacher. The research question will be answered through a quantitative research study that entails distributing Gafor and Ashraf's (2006) adapted Academic Self-Efficacy Scale to measure Black male students' academic self-efficacy. To determine the difference in Black male students' academic self-efficacy when taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher, this study employs a causal comparative research design to compare any difference that exist in the academic self-efficacy of Black male students taught by a Black male teacher to Black male students who are taught by a White male teacher. To test the hypotheses, the researcher utilized a causal comparative study to analyze whether a difference exists in Black male students' academic self-efficacy when taught by a Black male teacher compared to Black male students' academic self-efficacy when taught by a White male teacher.

Population/Sampling

To explore the differences between Black male students' academic self-efficacy when taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher, the intended population were students enrolled in a high school located in the southeast region of the United States that are 18 years or older. Participants were

required to be 18 years or older to participate in the study. Individuals under the age of 18 years old would not be able to participate because of the need for parental consent. In order to answer the research question, a matching technique was utilized to select the sample. Matching is a technique that researchers use to identify one or more characteristics and selects participants who have these characteristics for both the control and the experimental group (Creswell, 2014). For this experiment, a purposive sampling technique was used. Purposive sampling requires the researcher to select participants based upon the needs of the study (Creswell, 2014). Participants chosen were classified as a 12th grader, identified as a Black male, and enrolled in a senior level mathematics course taught by either a Black male teacher or a White male teacher. Based on the setting of this study, the senior level mathematics class was chosen because it was the only subject in the specific setting that had both a Black male and a White male teacher as the identified instructor of the same course. Both class classes are mathematics, senior level classes, which is why 12th grade students were also chosen as a part of the sample.

Instrumentation

The survey instrumentation and questionnaire were provided to participants 18 years or older enrolled in a senior level mathematics class taught by either a Black or White male teacher. Prior to distribution, the research ensured the chosen teachers identified as either a White or Black male teacher. To collect information from the participants, informed consent was obtained using an approved written consent form signed by participants. A copy was provided to the participants in the study. In order to identify the difference in Black male students' academic self-efficacy when taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher, a self-administered, academic self-efficacy questionnaire adapted from Gafor and Ashraf (2006) self-efficacy questionnaire study will be

utilized to collect academic self-efficacy data from the participants. Students reported their confidence on a 40 item five-point Likert scale questionnaire, ranging from exactly true to exactly false. A Likert scale is a construct, which is a five-point or seven-point scale that was developed by psychologist Rensis Likert (Creswell, 2014). Typically, the choices range from strongly agree to strongly disagree. For this study, the Gafor and Ashraf (2006) academic self-efficacy questionnaire is based on the idea that the efficacy of students in each dimension of academic work, contributes to their academic-self efficacy. The dimensions of academic work were Reading, Learning process, Comprehension, Memory, Peer Relationship, Utilization of resources, Curricular Activities, Time Management, Teacher Student relationship, Goal Orientation, Adjustment, and Examination. There are both 20 positive and negative statements. Participants responded to each statement by choosing any of the five choices: Exactly true, Nearly true, Neutral, Nearly false, and Exactly false. Participants marked an "X" for his/her best response. For the positive statements, five scores are provided: 5 points for exactly true, 4 points for nearly true, 3 points for neutral, 2 points for nearly false, and 1 point for exactly false. Negative statements were scored in reverse (Gafor & Ashraf, 2006).

Data Collection and Procedures

Data collection and storage practices were required to ensure confidentiality. Participants remained anonymous. After the researcher collected the names of the potential survey participants, they were contacted in person and given a written document that explained the study. Once consent was received, they were given a copy of the survey instrument.

Adopting methods and strategies outlined by Radhakrishna (2007) and Newton and Shaw (2014) the survey instrument was validated using two methods: Content and Concurrent validity. Content validity was assured through expert judgements of inclusion of items from the

dimensions of the construct (Gafor & Ashraf, 2006). Concurrent validity was assured against The General Self-Efficacy scale used in Jerusalem and Schwarzer's (1992) study. Reliability was assured in Gafor and Ashraf's (2006) study. Test-retest coefficient of correlation =.85 (N=30); Split half-Reliability of the scale = .90 (N=370).

Data Analysis Procedures

Given the nature of the survey instrument, descriptive statistics (frequencies, mean, median, mode, percentages, etc.) were used to analyze data and determine the relationship between the identified dependent and independent variables. In order to determine the difference in Black male student's academic self-efficacy when taught by a Black male teacher compared to the academic self-efficacy of Black male students when taught by a White male teacher, a one-way ANOVA will be conducted. A one-way ANOVA is used to test for relationships between two or more groups (Zhang & Liang, 2014). This test determines whether or not there is a significant difference between groups based on their mean score (Salkind, 2010). For this study, the two comparative samples are, Black male students taught by a Black male teacher and Black male students taught by a White male teacher. Data cleaning was the first step in analyzing the distribution of factors.

Conclusion

The goal of this chapter was to outline the research methodology used to answer the presented research question and hypothesis. Included in this chapter is the research question, hypothesis, rationale for design, sampling method chosen, and instrumentation used. Additionally, a discussion of the research participants, data procedure and analysis was provided.

CHAPTER FOUR
FINDINGS

Introduction

Academically, Black male students are not performing at the same rate as their academic peers (Ford & Moore, 2013). Although school districts around the country have attempted to close the achievement gap between Black male students and their classmates, Black male students are still not academically achieving at the same rate as their peers (Schott Foundation for Public Education, 2015). In his research, Albert Bandura (1997) suggests that a student's self-efficacy will impact their academic performance. Academic self-efficacy is a student's belief in whether or not they can perform an academic task. Recent research by King (2016) suggests that there is a relationship between a student's academic self-efficacy and their academic performance.

The purpose of this study was to determine if there is a difference in the academic-self efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. This study was conducted using quantitative research study that entails distributing Gafor and Ashraf's (2006) Academic Self-Efficacy Scale to Black male high school students all 18 years or older, enrolled in two Mathematics class taught by a Black male teacher or a White male teacher, to measure Black male students' academic self-efficacy to answer the following research question:

1.) Is there a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-effiacy of Black male students taught by a White male teacher?

The chapter began with an analysis of the quantitative data collected from the students, 18 years or older, enrolled in a high school in Southeastern Louisiana. The overview of the

analysis will include the description of the population, description of the participants, the statistical analysis, and procedures. The results of student's responses to the following self-efficacy dimensions of academic work of: Reading, Learning process, Comprehension, Memory, Peer Relationship, Utilization of resources, Curricular Activities, Time Management, Teacher Student relationship, Goal Orientation, Adjustment, and Examination were measured. Students reported their confidence on a 40 item five-point Likert scale questionnaire, ranging from exactly true to exactly false. The end of chapter 4 present a summary of the data findings as they relate to the research question.

Description of Site(s)/Population

In order to answer the study's research question, the research utilized data collected from a Likert-scale academic self-efficacy survey instrumentation that was adapted from Gafor and Ashraf (2006) academic self-efficacy survey. The instrument was internet-based and each student was given a web address to access the survey to keep all the information confidential. The target population for this research study consisted of Black male students, 18 years or older, enrolled in a high school located in the southeastern region of the United States, who are in the two same level mathematics class taught by either a Black male or a White male teacher. A recruitment script was read to the target population (see Appendix A). As aforementioned, the survey was housed online (www.surveymonkey.com/r/Academicselfefficacy). Data was collected from 22 respondents and analyzed using SPSS (Statistical Package for Social Sciences).

Twenty-two of the twenty-three Black male students aged 18 years or older, enrolled in the same level mathematics class, agreed to participate in the research. The actual sample represented in this research study consisted of 22 Black male students aged 18 years or older,

enrolled in the same level mathematics class taught by either a Black or White male teacher (n=22). While serving in the role of a school administrator, the researcher accessed school data to gather information about students. Participation in this study was 100% voluntary. The research did not coerce students to participate in the study. The average response rate was 100% for each question asked. The intervention group (n=12) consisted of 12 students who were enrolled in a mathematics class taught by a Black male teacher. The control group (n=10) consisted of 10 Black male students who were enrolled in a mathematics class taught by either a Black or White male teacher.

Table 1 *Demographics of Sample Population*

Intervention Group (n=12)		Control Group (n=10)		Total (n=22)	
n	%	N	%	N	%
12	55%	10	45%	22	100

Statistical Analysis: Research Question #1

The research study investigated the following research question. “Is there a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher?” In order to determine whether or not there is a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher, a one-way ANOVA was performed to compare the academic self-efficacy of the two groups using an adapted academic-self efficacy questionnaire

(Gafor & Ashraf, 2006). There were 40 total positive and negative statements (20 positive and 20 negative). Participants responded to each statement by choosing any of the five choices: Exactly true, Nearly true, Neutral, Nearly false, and Exactly false. Participants were required to mark an "X" for his/her best response. For the positive statements, five scores were provided: 5 points for exactly true, 4 points for nearly true, 3 points for neutral, 2 points for nearly false, and 1 point for exactly false. Negative statements were scored in reverse (Gafor & Ashraf, 2006). A mean score of 5 equates to high academic self-efficacy and a score of 1 equates to a low academic-self efficacy.

A One-Way ANOVA test was performed to determine if there was a statistical difference in the mean scores between the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. Overall, the sum of squares between Black male students taught by a Black male teacher compared to Black male students taught by a white male teacher was .246. The degree of freedom (df) was 1. The Mean Square was .246 and the F ratio was 1.179. The significance (P value) between both groups were .290 (p=.290), which indicated that there is no significant difference in the academic self-efficacy between both groups. Because the value was not less than 0.05, the variation in the academic self-efficacy was not statistically significant and the study's hypothesis was rejected.

Table 2 *One Way ANOVA Mean Results*

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
Mean	Between Groups	.246	1	.246	1.179	.290
	Within Groups	4.177	20	.209		
	Total	4.423	21			

A One-Way ANOVA was also conducted to determine the difference in how both groups responded to questions 1-40 on the (Gafor & Ashraf, 2006) academic self-efficacy survey. The significance (p value) for all questions with the exception of question number 39 (Appendix 1) was not less than 0.05, which indicated there was no statistically significant difference in the participants' responses. For question number 39 (Table 3), the Sum of squares between Groups was 4.097, the degree of freedom (df) was 1, the Mean square was a .246, and the significance between both groups' response was a .047 (p=.047). Because the value was less than 0.05, the variation is their responses were statistically significant. Table 4 lists each question and the p value for each question.

Table 3 *One Way ANOVA Results for Question Number 39*

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
Num39	Between Groups	4.097	1	4.097	4.486	.047
	Within Groups	18.267	20	.913		
	Total	22.364	21			

Table 4 *One Way ANOVA Results for Questions 1-40*

Number	Sig.
1	.171
2	,695
3	,854
4	.118
5	.899
6	.468
7	.160
8	.679
9	.460
10	.748
11	.756
12	.692
13	.969
14	.414
15	.672
16	.331
17	.861
18	.676
19	.760
20	.589

21	.277
22	.935
23	.162
24	.307
25	.544
26	.092
27	.162
28	.606
29	.135
30	.535
31	.080
32	.241
33	.218
34	.416
35	.733
36	.212
37	.366
38	.858
39	.047
40	.870
Mean	.290

A One-Way ANOVA was used to compare the means of the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher (Table 3). The intervention group (n=12) had a mean score of 3.7625 which was lower than the control group (n=10) that had a mean score of a 3.9750. Based on these results, Black male students taught by a White male teacher had higher levels of Academic Self-Efficacy compared to Black male students taught by a Black male teacher. Overall, all participants (n=22) had a mean score of a 3.8591 out of a scale of 5.

Table 5 *Descriptives*

Mean	**N**	**Mean**	**Std. deviation**	**Std. error**
1	12	3.7625	.37742	.10895
2	10	3.9750	.53852	.17029
Total	22	3.8591	.45894	.09785

The 40 Questions from the Gafor and Ashraf (2006) adapted Academic Self-Efficacy Survey were divided into 12 dimensions of academic self-efficacy. The dimensions were Reading, Learning process, Comprehension, Memory, Peer Relationship, Utilization of resources, Curricular Activities, Time Management, Teacher Student relationship, Goal Orientation, Adjustment, and Examination. Questions 2, 13, and 24 were categorized as Reading. Questions 1 and 36 were categorized as Learning Process. Questions 3, 15, and 23 were categorized was Comprehension. Question 4, 14, and 25 were categorized as Memory. Questions 9 and 19 were categorized as Peer Relationship. Question 8, 18, and 26 were categorized as Utilization of resources. Questions 5, 16, 27, and 33 were categorized as Curricular Activities.

Questions 6 and 17 were categorized as Time Management. Questions 7 and 29 were categorized as Teacher Student Relationship. Question 10 and 21 were categorized as Goal Orientation. Question 11, 20, 28, 31, 34, 37, and 39 were categorized as Adjustment. Question 12, 22, 30, 32, 35, 38, and 40 were categorized as Examination. From a scale of 1-5, 5 being the highest, the average mean score in Reading was a 4.3. The average mean for Learning process was 4.472. In the comprehension category, the average mean was 4.06. The average mean for memory was 3.60. Peer relationship's average mean was 4.1. The mean score of Utilization of research was 3.5, Curricular activities was 3.875, Time management was 3.318, Teach student relationship was 4.13, and Goal orientation was also 4.13. The category Adjustments average mean score was a 3.76 and Examination was 3.64.

Participants scored higher mean scores in the Learning Process dimension with a mean score of 4.472. Both groups of students earned their highest mean scores on question number 36 (Appendix A). The intervention group's mean score was 4.667 and the control group's mean score was 4.900. Participants' lowest average mean score (3.318) of academic self-efficacy was in the Time Management dimension (Appendix A). The intervention group's lowest mean score was earned on question number 4 in the memory dimension, with an average mean score of 2.8333. The control group's lowest mean score was earned on question number 27 in the Curricular Activities dimension, with an average mean score of a 2.7000.

Table 6 *Reading = 4.3*

Num2	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.8333	.83485	.24100
2	10	4.3000	.67495	.21344
Total	22	**4.0455**	.78542	.16745
Num13	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.4167	.51493	.14865
2	10	4.4000	1.34990	.42687
Total	22	**4.4091**	.95912	.20449
Num24	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.3333	.65134	.18803
2	10	4.6000	.51640	.16330
Total	22	**4.4545**	.59580	.12703

Table 7 *Learning Process = 4.472*

Num1	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.8333	.83485	.24100
2	10	4.3000	.67495	.21344
Total	22	4.0455	.78542	.16745
Num36	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.6667	.49237	.14213
2	10	4.9000	.31623	.10000
Total	22	4.7727	.42893	.09145

Table 8 *Comprehension= 4.06*				
Num3	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.2500	.62158	.17944
2	10	4.2000	.63246	.20000
Total	22	4.2273	.61193	.13046
Num15	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.9167	.79296	.22891
2	10	4.1000	1.19722	.37859
Total	22	4.0000	.97590	.20806
Num23	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.6667	1.07309	.30977
2	10	4.3000	.94868	.30000
Total	22	3.9545	1.04550	.22290

Table 9 *Memory = 3.60*

Num4	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	2.8333	.93744	.27061
2	10	3.5000	.97183	.30732
Total	22	3.1364	.99021	.21111
Num14	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.0000	.85280	.24618
2	10	4.3000	.82327	.26034
Total	22	4.1364	.83355	.17771
Num25	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.4167	.79296	.22891
2	10	3.7000	1.33749	.42295
Total	22	3.5455	1.05683	.22532

Table 10 *Peer Relationship = 4.1*

Num9	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.0833	.90034	.25990
2	10	4.4000	1.07497	.33993
Total	22	4.2273	.97257	.20735
Num19	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.1667	1.11464	.32177
2	10	4.0000	1.41421	.44721
Total	22	4.0909	1.23091	.26243

Table 11 *Utilization of Research = 3.5*				
Num8	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.0833	.99620	.28758
2	10	3.3000	1.41814	.44845
Total	22	3.1818	1.18065	.25172
Num18	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.5833	.99620	.28758
2	10	3.8000	1.39841	.44222
Total	22	3.6818	1.17053	.24956
Num26	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.1667	1.58592	.45782
2	10	4.2000	1.03280	.32660
Total	22	3.6364	1.43246	.30540

Table 12 *Curricular Activities = 3.875*				
Num5	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.1667	.57735	.16667
2	10	4.2000	.63246	.20000
Total	22	4.1818	.58849	.12547
Num16	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.3333	.77850	.22473
2	10	4.7000	.94868	.30000
Total	22	4.5000	.85912	.18317
Num27	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.5000	1.00000	.28868
2	10	2.7000	1.56702	.49554
Total	22	3.1364	1.32001	.28143
Num33	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.4167	1.16450	.33616
2	10	4.0000	.94281	.29814
Total	22	3.6818	1.08612	.23156

Table 13 *Time Management = 3.318*

Num6	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.8333	1.11464	.32177
2	10	3.5000	.97183	.30732
Total	22	3.6818	1.04135	.22202
Num17	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.0000	1.04447	.30151
2	10	2.9000	1.59513	.50442
Total	22	2.9545	1.29016	.27506

Table 14 *Teacher Student Relationship = 4.13*

Num7	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.2500	.75378	.21760
2	10	4.7000	.67495	.21344
Total	22	4.4545	.73855	.15746
Num29	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.4167	1.37895	.39807
2	10	4.3000	1.25167	.39581
Total	22	3.8182	1.36753	.29156

Table 15 *Goal Orientation = 4.13*				
Num10	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.6667	.77850	.22473
2	10	3.8000	1.13529	.35901
Total	22	3.7273	.93513	.19937
Num21	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.4167	.66856	.19300
2	10	4.7000	.48305	.15275
Total	22	4.5455	.59580	.12703

Table 16 *Adjustments = 3.76*				
Num11	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.4167	.66856	.19300
2	10	4.3000	1.05935	.33500
Total	22	4.3636	.84771	.18073
Num20	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.0833	.79296	.22891
2	10	3.3000	1.05935	.33500
Total	22	3.1818	.90692	.19336
Num28	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.3333	.98473	.28427
2	10	3.1000	1.10050	.34801
Total	22	3.2273	1.02036	.21754
Num31	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.4167	.79296	.22891
2	10	4.0000	.66667	.21082
Total	22	3.6818	.77989	.16627
Num34	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.8333	.71774	.20719
2	10	4.2000	1.31656	.41633
Total	22	4.0000	1.02353	.21822
Num37	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	4.0000	1.04447	.30151

2	10	4.4000	.96609	.30551
Total	22	4.1818	1.00647	.21458
Num39	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.3333	1.07309	.30977
2	10	4.2000	.78881	.24944
Total	22	3.7273	1.03196	.22001

Table 17 *Examination = 3.64*				
Num12	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.2500	.86603	.25000
2	10	3.1000	.87560	.27689
Total	22	3.1818	.85280	.18182
Num22	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.7500	1.35680	.39167
2	10	3.7000	1.49443	.47258
Total	22	3.7273	1.38639	.29558
Num30	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.5000	.90453	.26112
2	10	3.2000	1.31656	.41633
Total	22	3.3636	1.09307	.23304
Num32	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.5000	1.38170	.39886
2	10	4.2000	1.31656	.41633
Total	22	3.8182	1.36753	.29156
Num35	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.6667	.65134	.18803
2	10	3.8000	1.13529	.35901
Total	22	3.7273	.88273	.18820
Num38	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.9167	.79296	.22891

2	10	4.0000	1.33333	.42164
Total	22	3.9545	1.04550	.22290
Num40	**N**	**Mean**	**Std. Deviation**	**Std. error**
1	12	3.7500	.75378	.21760
2	10	3.8000	.63246	.20000
Total	22	3.7727	.68534	.14612

Conclusion

This chapter began with an overview of the data analysis, procedures, a description of the demographic of the participating 22 Black male students. The main purpose of this study was to determine if there was a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. The study utilized Gafor and Ashraf, 2006 adapted academic self-efficacy questionnaire to measure the participant's academic self-efficacy. The response to each question was examined using descriptive statistics, including means, frequencies, and standard deviations.

The data suggested there was not a statistical significant difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. Therefore, the study's hypothesis was rejected. The data also suggested that Black male students taught by a White male teacher had a higher level of academic self-efficacy compared to the academic self-efficacy of Black male students taught by a Black male teacher.

Insights from this study will contribute to the lack of quantitative data and research regarding Black male teacher's impact on Black male students. This data will also assist school

districts, charter management organizations, federal and state agencies in supporting the need for more Black male teachers for the purpose of resulting in positive academic outcomes in Black male high school students. Chapter 5 will provide a discussion and analysis of findings, recommendations for future research, and implications.

CHAPTER FIVE

Overview of the study

The goal of this research study was to determine if there was a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. The research study consisted of 22 participants. The intervention group (n=10) were Black male students taught by a Black male teacher and the control group (n=12) were Black male students taught by a White male teacher. The aim of the study was to determine if there was a difference in Black male students' academic self-efficacy when taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. Gafor and Ashraf's (2006) academic self-efficacy questionnaire was administered to measure participants' mean score of academic self-efficacy. This chapter includes a discussion and explanation of the major findings. It also includes an analysis of the findings and recommendations for future research.

This study applied a causal-comparative quantitative research design that examined the impact that Black male teachers had on Black male student's academic self-efficacy. To determine if Black male teachers impacted Black male students' academic self-efficacy, the study focused on comparing the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. This research was significant because, academically, Black male students lag behind their peers (Schott Report, 2015). Although research suggests that Black male teachers have a positive impact on Black male students (Blake et al., 2016; Irvine, 2003; Pabon et al., 2011), Black male teachers make up only 2% of the teaching population (Milner, 2016). It is the hope that this study fills the gap in quantitative research regarding the impact that Black male teachers have on Black male students' academic self-efficacy.

This quantitative research was grounded in Albert Bandura's Academic Self-Efficacy theoretical framework (Bandura, 1997). Academic Self-Efficacy is one's belief that they can accomplish a specific task (Bandura, 1997). In their research, Robbins et al. (2004) found that academic self-efficacy and academic performance were positively related. According to Bandura (1994), there are four main-sources of academic self-efficacy: performance attainments and failures, vicarious performances, verbal persuasion, and imaginal performances. Additionally, based on the research conducted by Gafor and Ashraf (2006), there are 12 dimensions of academic self-efficacy: Reading, Learning process, Comprehension, Memory, Peer Relationship, Utilization of resources, Curricular Activities, Time Management, Teacher Student relationship, Goal Orientation, Adjustment, and Examination. The idea is that students' efficacy in each of the dimensions of academic work would contribute to students' overall academic self-efficacy.

Through Albert Bandura's academic self-efficacy theoretical framework, this study was able to explore whether or not Black male teachers impacted students' academic self-efficacy, which in turn would impact their academic performance. The current narrative purports the notion that Black male teachers have a positive impact on all students, but especially black males. To determine the validity of the narrative, this study aimed to answer the following research question: Is there a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher?

To answer the research question, a causal comparative quantitative study was conducted to determine if there is a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. The study's hypothesis was that Black male students taught by a Black

male teacher have a higher mean score of academic self-efficacy compared to Black male students taught by a White male teacher. To compare the mean scores of students' academic self-efficacy, Gafor and Ashraf's (2006) adapted academic self-efficacy questionnaire was administered to participants. The questionnaire consisted of 40 Likert-scale questions categorized within the 12 dimensions of academic self-efficacy. This study's participants were Black male High School students, 18 years or older, enrolled in a senior level mathematics class. Participants were chosen using a sampling technique called matching. Matching is a technique used to identify characteristics and selects participants who have these characteristics for both the control and the experimental group. For this research study, the control group were Black male students taught by a White male teacher and the experimental group were Black male students taught by a Black male teacher. To decipher whether or not there was a difference in the academic self-efficacy of Black male students taught by a Black or White male teacher, a One-way ANOVA was conducted. A One-Way ANOVA is used to determine whether or not there are any statistically significant differences between the means of two or more groups.

Discussion and Analysis of Findings

In determining if there was a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher, the results from the research study determined that there was not a statistically significant difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to a White male teacher. The study also confirmed that Black male students taught by a White male teacher had a higher mean score of academic self-efficacy compared to Black male students taught by a Black male teacher. While there was not a statistically significant difference in the academic self-efficacy of Black male students taught by

a Black male teacher compared to a White male teacher, there was a statistically significant difference in participants' response to survey question #39 which asked, "I can't accomplish challenging tasks and problems in my study." As previously stated, there were 40 Likert scale questions in the Gafor and Ashraf's (2006) academic self-efficacy survey. Each question was categorized into 12 dimensions of academic self-efficacy. Question #39 was categorized within the adjustment dimension. The significance between both groups' response was a .047 (p=.047). Black male students taught by a White male teacher reported a higher mean score (M=4.22) than Black male students taught by a Black male teacher (M=3.33). Based on these results, there were three themes that answered the research question, "Is there a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher?"

The three major findings were developed in context of the literature and relevance to this study. Finding one indicated that there was not a large difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. Finding two indicated that Black male students taught by a teacher with more years of experience had a higher overall mean score of academic self-efficacy. Lastly, finding three indicated that Black male students taught by a Black male teacher had a higher mean score of academic self-efficacy in the time management category.

Difference in Academic Self-Efficacy

Bandura (1977) defines self-efficacy as people's belief in their ability to execute tasks required to attain types of performance. Bandura (1997) refers to academic self-efficacy as an individual's conviction that they can achieve a designated level on a specific academic task. The

theoretical framework for this study, self-efficacy theory (Bandura, 1997), proposes that people acquire new information through four main sources: a.) Mastery experiences b.) vicarious experience c.) verbal persuasion, and d.) physiological states. Mastery experience refers to the experience one attains when they take on a new task and succeed. Vicarious experience refers to observing others such as role models perform activities successfully. Verbal persuasion refers to the positive impact that words have on one's belief that they can accomplish a specific task. Physiological states refer to how moods, emotions, and stress levels may impact one's belief about their abilities to perform a task. Researchers (Bandura, 1997; Schunk, 1995; Pajares, 1996) suggest that academic self-efficacy relates to positive academic outcomes. Noble's (2011) data revealed that vicarious experiences had the greatest impact on Black males' achievement in mathematics. Research conducted by (Milner, 2010) suggests that Black male teachers are often regarded as role models and mentors. Additionally, Styles (2017) suggests that Black males in a teaching role enhance Black male students' academic development and their academic self-efficacy.

Findings from this study do not support Bandura's self-efficacy framework, specifically vicarious experience. This study compared the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. It was hypothesized that Black male students taught by a Black male teacher have a higher mean score of academic self-efficacy compared to Black male students taught by a White male teacher. The study's hypothesis was rejected as students taught by a White male teacher reported a higher mean score (M=4.22) than Black male students taught by a Black male teacher (M=3.33). However, within this research, what the study did not take into account was the impact of the teacher's years of experience on the student's academic self-

efficacy. The Black male teacher in this study was a first-year teacher compared to the White male teacher who had sixteen years of experience.

Ability to Accomplish a Challenging Task

Results from this study revealed that there was not a statically significant difference between the academic self-efficacy of Black male students taught by Black male teachers compared to the academic self-efficacy of Black male students taught by a White male teacher. However, data did suggest that there was a statistically significant difference between Black male students and White male students' response to question number 39. Question number 39 asked students to rate their ability to accomplish a challenging task. The significance between Black male students taught by a White male teacher compared to Black male students taught by a white male teacher was a .047 (p=.047). This data suggested that there is a difference in the mean scores of academic self-efficacy between both groups. Black male students taught by a White male teacher reported a higher mean score (M=4.22) than Black male students taught by a Black male teacher (M=3.33). The data suggest that students taught by a White male teacher were more confident in accomplishing a challenging task compared to Black male students taught by a Black male teacher. These results refute literature that suggest Black male students taught by a Black male teacher would be more confident to attempt challenging tasks. However, what this study did not take into account was the teacher's years of experience impacting the academic self-efficacy.

Years of Experience

Participants in this study that were taught by a Black male teacher had an overall mean academic self-efficacy score of 3.7625 out of a score of 5. Comparatively, participants in the study that were taught by a White male teacher had an overall mean academic self-efficacy score

of 3.9750. Data from this study revealed that there was not a statistically significant difference between that academic self-efficacy of Black male students taught by a White male teacher compared to the academic self-efficacy of White male students taught by a Black male teacher. In this study, both teachers taught the same mathematics course within the same high school. However, this was the Black male teacher's first year of teaching and the White male teacher's sixteenth year of teaching.

In their recent study, Kraft and Paypay (2014) investigated the connection between teachers' years of experience on student achievement. The researchers looked at how student test scores connected to different teachers within one district. Using three different methods to analyze data, the researchers found that teachers were able to boost students' test scores about 40% between their 10^{th} and 30^{th} year of teaching. Similar research conducted by Ladd and Simpson (2015) analyzed students' records from a North Carolina school district between the years 2007-2011. Data from this research revealed that as teachers' years of experience increased, so did their ability to boost students' test scores.

Based on their review of more than 30 studies, researchers Kini and Podolsky (2016) concluded the following:

- Teaching experience is positively associated with student achievement gains throughout a teacher's career.
- As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance.
- Teachers make greater gains in their effectiveness when they teach in a supportive and collegial working environment or accumulate experience in the same grade level, subject, or district.

- More experienced teachers confer benefits to their colleagues, their students, and to the school as a whole.

While there is a gap in the literature that discusses how a teacher's years of experience may potentially impact a student's mean score of academic self-efficacy, one can assume that as teachers' years of experience increase so does their ability to execute the four main sources of academic self-efficacy needed to increase a student's academic self-efficacy.

To determine whether or not years of experience had on an impact on the mean score of students' academic self-efficacy, a one-way ANCOVA was conducted. A one-way ANCOVA is an analysis of covariance and is used to test whether or not there is a significant difference between two or more independent variables on a dependent variable (Creswell, 2014). For this analysis, the independent variables were Black and White male teachers and the confounding variable was years of experience. The dependent variable was the mean score of students' academic self-efficacy. The Mean score of the corrected model was .246. The significance (P value) between the three groups were .290 (p=.290), which indicated that there was not a significant difference in student's academic self-efficacy when years of experience was included as a confounding variable.

Table 18 *One Way ANCOVA Mean Results*

SOURCE		**Mean Squares**	**Mean Square**	**F**	**Sig**
Mean	Corrected Model	.246	1	1.179	.290
	Years of Teaching	.000			.00
	Teacher	.000			.00

Limitations

The limitations of this study were not within the researcher's control. The limitations were the research strategy and sample size. The research strategy had an impact on the findings as it only focused on students' mean score of academic self-efficacy when compared if they had a White or Black male teacher. Although the research strategy allowed the researcher to answer the proposed research question, it did not allow the researcher to effectively determine how each teacher impacted students' academic self-efficacy or identify other factors that may have impacted students' academic self-efficacy outside of race. To overcome this, a case study research strategy should be employed where a researcher could observe Black male High School students from the beginning until the end of their senior year and also conduct interviews. Additionally, sample size was another limitation. For this study, there were 22 participants aged 18 years or older. Another research should be conducted at multiple school sites, cities, states, and multiple age groups to increase participation.

Recommendations for Policy, Practice, & Future Research

The findings of this study revealed that there is a need for Black male teachers in the classroom. Based upon the findings of this study there was a difference, but not a statistically significant difference, in the mean score of academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher, and there was not a huge difference in the academic self-efficacy between both groups. Although a teacher's years of experience was not included in the study, research conducted by Kraft and Paypay (2014) discusses the connection between years of experience and academic performance. However, students who were taught by a Black male teacher with one year of experience had a similar mean score of academic self-efficacy to the group of Black male

students taught by a White male teacher with sixteen years of experience. This connects with research conducted by (Irvine, 2003; Pabon et al., 2011; Blake et al., 2016) that discusses the positive impact that Black male teachers have on Black male students. To that end, local, state, and federal agencies should create policies to recruit and retain Black male teachers. Currently, Black male teachers only make up 2% of the teaching population (Schott Report, 2015). To increase Black male student achievement, local, state, and federal agencies should create policies or partnerships with colleges to increase that number. For instance, at two universities in the Southeastern region of the United States, there is a $13 million-dollar federal grant that will produce 900 highly effective teachers from a diverse background by the year 2020. Additionally, local charter management organizations could potentially partner with universities in their area to offer incentives to Black male students majoring in education. At another university in the Southeastern region of the United States, they recruit seniors from the local area to receive financial support and resources from their school. Each candidate agrees to serve at least two years as a teacher. Similar programs should exist for other 4-year colleges and universities in urban and rural areas with an aim to increase the number of Black male students.

Based upon data from this research study, one recommendation for practice is for school districts and teacher prep programs to discuss ways in which teachers can successfully impact students' academic self-efficacy in hopes of increasing their academic performance. In their research, Robbins et al. (2004) found that academic self-efficacy and academic performance in college were related. Additionally, research conducted by Mojavezi and Tamiz (2012) has provided empirical evidence that links teacher self-efficacy to increased student outcomes. Teacher self-efficacy has been defined as "The extent to which a teacher is confident enough in his or her ability to promote student learning" (Bandura, 1994). Regardless of race, if a teacher is

confident in his or her ability to teach, there may be a potential positive impact on student performance. According to Hattie (2012), collective teacher efficacy has the greatest impact on student achievement. Administrators can build teacher self-efficacy by a.) empowering teachers to take on leadership roles within the school and making them true stakeholders b.) providing useful professional development that can build their effectiveness and c.) partnering novice teachers with veteran teachers as a way to learn no skill and to build confidence.

The findings of this research revealed the need for future research that explores the source that informs academic self-efficacy in Black male students. A potential study that may explore Black male students' experience from their 9th grade year in High School to their 12th grade year in High School may provide insight on factors that may increase or decrease their mean score of self-efficacy. Additional research should assess the relationship between Black male teachers and Black male students to determine whether or not Black male students view Black male teachers as mentors. Moreover, that same research should determine whether or not those students who view Black male teachers as mentors have a higher mean score of academic self-efficacy and academic performance. Lastly, based upon data from this study, a study that explores the impact that years of teaching has on students' self-efficacy should be explored to determine if teachers' experience increases students' academic self-efficacy and performance.

Implications for Policy, Practice, and Future Research

According to the National Center for Educational Statistics (2015), 80% of public school teachers were white, 9% were Hispanic, 7% were Black, and 2% were Asian, yet 45% of students were White, 15% were Black, 29% were Hispanic, and 6% were Asian. In the United States, students of color outpace teachers of color. Although data from this study suggest that there is not a statistically significant difference in the academic self-efficacy of Black male

students taught by a Black male teacher compared to Black male students taught by a White male teacher, results showed that Black male teachers, however, still impact Black male students' academic self-efficacy similar to that of a White male teacher. However, Black male students are not recruited or retained at the same rate as White male teachers. School districts must develop ways to recruit more minority teachers, specifically Black male teachers at the same rate as their peers in order to provide a more equitable education. For Black male students, this is extremely important. A study that looked at Black students who had at least one Black and one White teacher in high school found that Black teachers were more likely to believe black students would finish college (Gershenson & Papageorge, 2017). Additionally, another study conducted by Grissom and Redding (2016) found that Black students were more likely to be referred to gifted and talented programs when they had Black teachers.

Conclusion

The academic achievement gap that exists between Black male students and their academic peers must be addressed. Black male students are graduating at lower rates, they are more likely to be suspended, and they are referred to special education services at higher rates (Schott, 2015). Research suggests that one way to close the achievement gap for Black male students is by increasing the number of Black male teachers (Pabon, Anderson & Kharem, 2011). Irvine (2003) discusses the positive impact that Black male teachers have on Black male students. However, there is a gap in the literature that discusses the academic impact that Black male teachers have on Black male students. Using Albert Bandura's (1977) Self-Efficacy Theoretical framework, it was the hope of the researcher to explore the impact that Black male teachers had on the academic self-efficacy of Black male students in order to close the quantitative gap in literature that exists in regard to Black male teachers' impact on Black male

students. Since existing literature by DeFreitas and Bravo (2012) discusses the positive relationship academic self-efficacy had on student performance, it was assumed that increased academic self-efficacy would lead to increased student performance. Albert Bandura's Self-Efficacy Theory guided this study. The literature review provided information on the achievement gap of Black male students, the impact that stereotype threat has on Black male students, the positive impact that Black male teachers have on Black male students, and how academic self-efficacy may also positively impact Black male students' performance.

To determine the impact that Black male teachers had on Black male students' academic self-efficacy, a causal comparative study was completed to determine if there was a difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. The findings that emerged from the study indicated that there was not a statistically significant difference in the academic self-efficacy of Black male students taught by a Black male teacher compared to the academic self-efficacy of Black male students taught by a White male teacher. Other findings that emerged were that students who had a white male teacher had a higher mean score of academic self-efficacy. However, in the time management dimension of academic work, students taught by the Black male teacher had a higher mean score. One factor that also emerged that may have potentially impacted students' academic self-efficacy was the teacher's years of experience. The Black male teacher was a first-year teacher while the White male teacher was in his sixteenth year of teaching. Although students taught by a Black male teacher had a lower mean score of academic self-efficacy, there was not a significant gap in academic self-efficacy when compared to students taught by a White male teacher.

Ultimately, this study provided a better understanding on the impact that Black male teachers have on Black male students' academic self-efficacy. It was the hope of this researcher to find ways to close the achievement gap that exists for Black male students but also uncover the positive academic impact that Black male teachers have on Black male students. If school districts across the country are dedicated to providing a fair and equitable education to all students, they have a responsibility to continue seeking ways to close the achievement gap for Black male students.

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APPENDIX A.
SURVEY INSTRUMENT

Background Information

Please fill in the appropriate response(s) for each item:

1. Age: _____

2. Gender: M___ F___

3. Ethnicity:

__Black or African American

__Asian American

__Native Hawaiian or Other Pacific islander

__Native American or Alaska Native

__Hispanic or Latino

__Multiracial

__White

__Decline to Respond

_____ Other (Please specify)

4. Ethnicity of your mathematics teacher:
   __Black or African American
   __White

Academic Self-Efficacy Scale-2006

Directions

Some statements concerning your beliefs about the learning are given below. Five responses are given to each statements. 1. Exactly true 2. Nearly True 3. Neutral 4. Nearly False 5. Exactly false. Carefully read each statement and decide to what extent it is true in your case. Then mark 'X' in the column of the given response sheet against the serial number of the statement.

Example Statement Response: 6. I can't manage efficiently for learning.

Sl.No	Exactly True	Nearly True	Neutral	Nearly False	Exactly false
6.		x			

1. Irrespective of the subject, I am competent in learning.
2. I cannot read and understand my text books well.
3. I sense that I am quick to pick the points from what I read
4. I feel that I have no ability to keep things unforgotten.
5. I can do my projects well.
6. I can't manage time efficiently for learning.
7. I can arrange the help of my teachers in learning.
8. I fail to find out the necessary sources for my study.
9. I can arrange help of my peers for my learning whenever I need it.
10. I fail to set higher goals in my study.
11. I can usually find out quite a few solutions when I confront with problems in my study.
12. I can't express ideas well while attending examinations.

13. It is difficult for me to read and understand the textbooks in English language.

14. During examinations, I can recollect what I have learnt.

15. Often I fail to comprehend the actual meaning of what I study.

16. If taught, I can prepare my class notes neatly.

17. I fail to find out time for learning in the midst of sundry chores.

18. I can't arrange the resources of my study from my relatives, neighbors, etc.

19. I am assured that I have a few friends who would be helpful in my study.

20. I may not clarify doubts from my teachers while in class, even if I reach higher classes.

21. I can accomplish my aims in learning.

22. I can't answer the essay type questions well.

23. I experience that I am weak in understanding the classes of my teachers.

24. I can develop the reading skill required to learn school subjects.

25. When I study a new concept, I can't recall the related knowledge from the earlier classes.

26. I can utilize the available library facility for my study.

27. I observe that I fail to prepare my seminars and assignments in time.

28. If I miss some classes for some reason, I can compensate the loss fairly well.

29. I consider that I fail to develop a healthy relationship with my teachers.

30. I am confident that I can perform well in competitive examinations.

31. I can't deal efficiently with the unexpected problems in my study.

32. I can be calm at time of exam as I am conscious of my ability to learn.

33. I can't complete the homework myself without any help from guidebooks, previous notes etc

34. I can usually handle the disturbing situations in the study.

35. If a sudden test is conducted for us without prior notice, I can answer it well.

36. If I try, I can become one of the good grade holders.

37. I can't answer the questions which teachers ask me.

38. I can score well in the short answer type questions.

39. I can't accomplish challenging tasks and problems in my study.

40. However, twisted the question is I can answer them.

Academic Self-Efficacy Scale Response Sheet

Name: School:

	Exactly True	Nearly True	Neutral	Nearly False	Exactly false
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
	Exactly True	Nearly True	Neutral	Nearly False	Exactly false
23					
24					
25					
26					
27					
28					
29					
30					

31					
32					
33					
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40					

RECRUITING SCRIPT

Hello, my name is Joseph Jones Jr. I am a Doctoral Student at Xavier University in Louisiana. I am conducting research on the difference in Black male student's academic self-efficacy when taught by a Black Male teacher.

Participation in this research includes taking a survey your academic self-efficacy and takes approximately 15 minutes. Participation in this study is voluntary. Your identity as a participant will remain anonymous in for most surveys and confidential in quantitative studies during and after the study. If you have questions or would like to participate, please contact me at (504) 909-9270

Thank you for your participation,

Joseph Jones Jr.

Xavier University of Louisiana

Doctoral Candidate